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ABSTRACT

This annotated bibliography covers 170 selected journal articles, books, federal and state government publications, and Educational Resources Information Center (ERIC) documents containing information about the mission, function, and organization of regional educational laboratories or relating to socioeconomic and educational situations in the Appalachian states of Kentucky, Tennessee, Virginia, and West Virginia. The items reflect regional concerns such as educational disadvantagement, nontraditional education, educational improvement, student assessment/evaluation, special education, staff development, multicultural education, rural and small schools, teacher evaluation, teaching techniques, and vocational education. Dates for the entries range from 1962 to 1984, with most occurring during the 1980s. Information was compiled from these items during research for a proposal for a regional educational laboratory serving the Appalachian region. A subject index is included. (LFL)

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AN ANNOTATED BIBLIOGRAPHY OF RELEVANT RESEARCH ON THE APPALACHIAN REGION

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U.S. DEPARTMENT OF EDUCATION
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Preface

Tennessee State University Center of Excellence--Basic Skills for the Disadvantaged was awarded a Grant to Plan for a Regional (Appalachian) Educational Laboratory. The National Institute of Education has designated Tennessee, Kentucky, Virginia and West Virginia as the States which comprise the Appalachian Region. During the planning phase, numerous documents were perused and/or utilized to ascertain information which would enhance the acquisition of information which reflects the mission, functions and governance structures of laboratories as well as the socioeconomic and educational data pertaining to the region. The annotated bibliography contained herewith reflects the range and depth of documents utilized for the accomplishment of this project.

TABLE OF CONTENTS

Alphabetical Listing	Page Numbers
Preface	i
A -- E	1 -- 15
F -- J	15 -- 26
K -- O	26 -- 48
P -- T	48 -- 62
U -- Z	62 -- 67
Index	68

ANNOTATED BIBLIOGRAPHY

1. Anderson, A. M. (1980). "Appalachia on the Upswing." Vocational Education 55 (3), 30-33.

This article describes the Appalachian Regional Commission's work in regards to education.

2. Anderson, J. (1983). ESEA Title I Grants to Local Education Agencies: A Summary of State Reports for 1979-1980, 1980-1981, and 1981-1982. (Report No. ED 244 344) Washington, D. C.: Office of Planning, Budget, and Education.

ESEA Title I, now Chapter I of the Education Consolidation and Improvement Act of 1981, was designed to provide financial assistance to local education agencies to meet the special needs of educationally deprived children, with funds used to provide supplemental instructional supports services.

3. Baghban, M. (1984). The Application of Culturally Relevant Factors to Literacy Programs in Appalachia. Reading Horizons 24 (2), 75-82.

This article discusses the conflicts that arise when educators stress the importance of reading and writing to Appalachian children while ignoring strong oral tradition in the Appalachian region.

4. Baker, E. L. (1984). Can Educational Research Inform Educational Practice? Yes!, Phi Delta Kappan, March, 65 (7), 453-455.

This issue states researchers see schooling as if it were coherent and rational, when sometime--perhaps often--it is not. In order to have an influence on practitioners, we must study what is useful to them and to their work. Before we adopt any new techniques we need to see some evidence that it works better than what we are currently doing.

5. Ballangee, J. K. (1981). ACSN Appalachian Community Services Network Takes Off. Appalachia 14 (3), 1-12.

This article discusses the various technology used to transmit community service, college and continuing education credit, teleconferences, workshops, and public telecommunications services to 13 Appalachian states.

6. Ban, J. R. and Soudah, J. R. (1978). A New Model for Professionalizing Teacher Evaluation, Peabody Journal of Education 56 (1), 24.

"This article proposes a new model for teacher evaluation, one shaped from efforts to address the acknowledged adminstrative weaknesses of conventional methods of teacher evaluation." Peer evaluation is the key. Its successful application depends on professional staff orientation to and support for all facets of the model.

7. Baumeister, R. F.(1982). Self-esteem, Self-presentation, and Future Interaction: A Deliberation. Journal of Personality, 50 (1), 29-45.

The influence of chronic self-esteem on self-presentation was explored. High self-esteem subjects used compensatory self-enhancement in their self-descriptions and behaved in ways contrary to what their reputations would imply. Low self-esteem subjects did not employ compensatory self-enhancement.

8. Bellamy, T. G. (1985). Transition Progress: Comments on Hasazi, Gordon and Roe. Execptional Children, 51 (6), 474-477.

This study gets to the heart of the transition problem by asking directly about the employment status of former special education students. It illustrates the complexity of policies and programs that will promote employment with findings that suggest that employment is multiply determined and affected by school programming, access to appropriate adult services, and the existence of employment opportunities. The findings are specific to Vermont. They do provide an excellent model for the kind of data collection needed.

9. Benjamin, R. (1980). Laying it on the Line. Washington, D.C.: American Education.

This paper looks at four "maverick" inner-city schools that are working and asks what makes them effective: using human resources, stepping into a tough situation, believing every child can learn and selling teachers on mastery of learning. "It seems that where kids are learning--particularly in the worst social circumstances--there is an adult who has decided to risk laying professional reputation on the line."

10. Benedect, R. (1981). The Kotter Key Is No Joke! Educational Leadership, 573-574.

According to research, disadvantaged students do prefer accepting, flexible teachers.

11. Bloom, S. (1976). Peer and Cross-Age Tutoring in the Schools U.S. Department of Health, Education, and Welfare, National Institute of Education.

When teachers are forced to teach between 30 and 40 students at a time, individualized tutoring, when set up properly, can only bring possitive results for both tutor and tutee. This study focuses on how to use tutoring, who can tutor, and what materials are useful in effective tutoring. Several similarities between group and individualized instruction are noted: 1) the importance of recognition, 2) the use of cues, and 3) the necessity of participation. Finally, the support-system of tutoring monitors the entire process of tutoring to determine the quality of aid. The teacher functions as the key member of this system. Section II covers a development of procedures in classroom tutoring. Involved is recognizing students who need personalized help, selecting tutors and training them, materials and outlines for the sessions.

12. Brophy, J. E. and Good, T. (1970). Teachers' Communication of Differencial Expectations for Children's Performance: Some Behavior Data. Journal of Educational Psychology, 365-374.

The processes by which teachers communicate differential performance expectations to different children were investigated through observational studies of dydadic contacts between teachers and individual students in four first grade classes. The teacher demanded better performance from those students from whom they expected more. They would on the contrary accept poor performance from students they expected to do low quality work.

13. Brophy, V. (1979). Teacher Behavior and Its Effects, Journal of Educational Psychology, 71 (6), 733-750.

In this article, the author assesses present and possible future process-outcome research, emphasizing methodological considerations. He argues for compilation of detailed normative data about classrooms, including explication and integration of process--process as well as process-outcome relations. The author suggests that large field studies addressed to classroom instruction "in general" will give way to studies designed with particular contexts in mind, using measures of both processes and outcomes (especially short-term outcomes) appropriate to these contexts.

14. Broyles, S. G. and Fernandez, R. M. (1984). College Costs: Basic Student Charges 2-Year and 4-Year Institutions 1983-1984, Washington, D. C.: U. S. Department of Education, National Center for Education Statistics.

This booklet divides 3300 colleges and universities (both public and private) into categories of 2 and 4 years. For each school the number of both undergraduate and graduate students is listed, along with the division of in-state/out-of-state for public schools. The report also

offers cost-of-living at each school in collumns of room cost and cost of board for a specified number of days per week.

15. Broyles, S. G. (1982). Fall Enrollment in Colleges and Universities 1982, National Center for Education Statistics, U.S. Department of Education, Washington, D. C.

According to this study college enrollment began leveling off in 1982. The number of students in 2-year institutions had 38% of the total. The trend of the mid-70's with women enrolling faster than men--51.5% being women--continued. Private enrollments were down, public institutions gained except in doctoral and comprehensive programs. The number of freshmen dropped for the first time in 1982 by 3.5%.

16. Broyles, S. G. (1981). Fall Enrollment in Colleges and Universities. National Center for Education Statistics, U.S. Department of Education, Washington, D. C.

The general statistics concerning school enrollment in 1981 are presented in this report. The general increases were women enrolling in larger numbers, and the two year schools gaining the most ground. There are also breakdowns according to states--with New York and California having the greatest increase and the greatest number of students. Pages 24-73 are detailed tables of changes from 1978-1981 and comparisons of several different aspects.

17. Caught in the Web: Misplaced Children in Chicago's Classes for the Mentally Retarded. (1982) Chicago, Ill: (ERIC Document Reproduction Services No. ED 231 910).

The problem centered on in this report is the plight of 7,000 students who are wrongly placed in specially designed classes for the mentally handicapped. The majority of these 7,000 students could be mainstreamed with very little extra effort. Other cities are provided for contrast/comparison, and experts views on solutions to the problem are provided. A history of unsuccessful efforts at change is included. There is a section on suggestions for parents, teachers and administrators, and the public in general to help get these corrections made. Tables and other pertinent data are appended.

18. Character Education and The Teacher: A Handbook. (1983). American Institute for Character Education. San Antonio, Texas.

This report helps teachers to recognize and determine how their values effect and leave a lasting impression on their students by their actions. The process for developing values applies to teachers as well as to the children.

19. Chorvinsky, M. (1981). Preprimary Enrollment 1980. Washington, D.C.: National Center for Education Statistics.

In the fall of 1980 nearly 5 million 3-5-year-olds attended some form of preprimary school experience with at least 2 hours of training per day. Sixty-three percent were enrolled in public schools, with the majority of the students in kindergarten. Blacks were more likely to be in public programs than whites, and metropolitan areas had 57 percent while non-metro areas had only 46 percent. Regional differences were only slight. The higher the

family income, the higher the rate of enrollment would be especially in connection with nursery school, since few of them are free. Closely tied with income, and revealing similar percentages, was the amount of school attained by and occupation of family head, and mother's amount of education. Although the national population of this age group has decreased 15 percent in the past 10 years (1970-1980), the percentages have risen 16.7 percent.

20. Character Education Today: Character Education Curriculum Expanded Through Ninth Grade (1985), San Antonio, Texas: American Institute for Character Education.

Discussion Method emphasized coping skills and provide positive support to students at a critical time in their lives, a period during which they are particulary vulnerable to peer-pressure and the influence of home and family.

21. Coker, H., Medley, D., Soar, R. (1980). How valid are Expert Opinions about Effective Teaching?, Phi Delta Kappan, 62 (2), 131-4, 149.

Little evidence exists to show a relationship between mastery of a given set of competencies and effective teaching. One has to develop an operational definition of the competencies, and validation.

22. Computer Literacy: Definition and Survey Items for Assessment in Schools. (1983). National Center for Education Statistics.

This report compiles questions for use in public schools concerning the familiarity with computers, basic skills, and experience. The questions are directed to superintendents, principals, teachers, and students in separate sections. Also included are suggestions for use of the compiled data.

23. Conference on the Educational and Occupational Needs of Black Women. (1975). 1 April, 1978. Reprinted September, 1980.

This paper discusses the needs of black women and their families: Policy issues on day care, health issues, media and their effect on black women and other related issues.

24. Conference Overview (1984, May-Aug). Appalachia Working: The Competitive Edge for Today and Tomorrow. Appalachia,17 (5) 1-5.

This article discusses how some industry, education, labor, and state and local government leaders exchange ideas about how technology, jobs, and education can be brought to the Appalachians.

25. Coogan, M. H. (1980). A Double Dose of Basic Skills: for Appalachia Alabama. Appalachia, 14 (2), 24-32.

The article describes how funds supplied by the Appalachian Regional Commission (ARC) were used for 10 Appalachian Alabama schools.

26. Coogan, M. H. (1980). Appalachian Views: A Pennsylvania Guidance Counselor Speaks. Appalachia, 13 (6), 13-16.

The article is the second in a series of interviews with Appalachian citizens. This article presents the responses of a vocational-technical school counselor's views on students abilities, attitudes, place in community and career education.

27. Corbally, J. E. (1981). Fifth Report of the National Council of Educational Research: Fiscal Years 1978-1979. Washington, D. C.: National Institute of Education.

There is a fundamental lack of consensus on what we mean by literacy because of the confusing and sometimes contradictory data on the extent of illiteracy in this country. Current research on literacy is experiencing mass transitions.

28. Cortez, M. and Hotard. (1983). Computer Assisted Instruction as an Enhancer of Remediation. Statistical Data (110)--Reports-Research/Technical 143 236 262.

Research was initiated into the effectiveness of computer-assisted instruction (CAI) for mathematics in grades 3-6. Children from two lower socioeconomic area schools were making gains of 6-9 months when they had been one or more years below grade placement due to an effective pull-out math lab. Results demonstrated stable, sizeable, and meaningful gains for CAI students, as compared with non-CAI results, showing that daily CAI practice enhances the process of remediation.

29. Cotton, K. and Savard, W. G. (1982). Directed Instruction Research on School Effectiveness Project. Northwest Regional Education Lab, Portland, OR. (ED 214 909).

An analysis is presented of a review of research reports on the efficacy of direct instruction in fostering basic skills development. Articles and other documents were analyzed and abstracted into "Item Reports." Each of the items was judged against a set of pre-established criteria and ranked on a five-point scale.

30. Crane, J. L. (1981 update). New Teachers in the Job Market. Washington, D. C.: National Center for Education Statistics.

This report looks at the labor force status of all new graduates as well as changes in the supply of persons newly qualified to teach and in the percentage of them obtaining teaching jobs. This information is of particular interest both to college students and education policy makers.

31. Commission on Civil Rights. (1983). A Growing Crisis: Disadvantaged Women and Their Children, Statistical Materials (Report No. ED 229 499) Washington, D. C.: U.S. Government Printing Office.

This report is based on the 1982 Current Population Survey data from the Bureau of Census and examines the declining status of female-headed households in the United States. The study concentrates on white, black, and Hispanic women and their children. Poverty, particularly among single parents with poor education, is a major cause of emotional stress. Factors associated with poverty are examined, including marital status, employment, and training and education.

32. Cronin, J. M. (1980). The Upper Midwest and Regional Laboratories. Washington, D. C.: National Institute of Education.

This paper deals with the question: Does the Upper Midwest need a new regional education laboratory, and if so, why and where and for whom? The three more specific questions are 1) who now serves Education Rand D. needs of the Midwest region and what needs are unmet, and 2) which organizational options including the use of existing institutions or creation of new labs or councils should be considered; and 3) what combination of states should be included in a newly designed region?

33. Curtis, J. and Others. (1982). Improving Achievement for Pupils of Low Socio-Economic Strata: The Gamble We Must Take. (ED 218 371).

"The importance of summer instruction for children from lower socioeconomic strata (SES) is emphasized by research which shows that the gap in achievement levels between higher SES children and lower SES children that is evident during the regular school year becomes greater during the summer. The evaluative reports suggest that participation in summer school is not effective. Practical experience and information from summer school reports identify some possible sources of poor performance during summer school sessions, among which are: 1) time constraints; 2) lack of organization; 3) minimal expectations among students and teachers; 4) lack of continuity between regular school and summer school; 5) a disproportionaltely large number of participants from low SES families; 6) poor measurements techniques; and 7) poor attendance. Summer instruction may be made more effective by: 1) extending the duration of summer school; 2) broadening teacher and student expectations; 3) emphasizing basic skills and major content areas; 4) providing greater student motivation; 5) careful planning; 6) increasing staff size; and 7) efficient evaluation.

34. Curtis, M. E. and Glaser, R. (1983). Reading Theory and the Assessment of Reading Achievement. Journal of Educational Measurement, 20, 133-147.

This article described four approaches to the study of reading--word decoding, semantic access, sentence processing, and discourse analysis. Reading is a now viewed as a process involving a complex of interrelated skills and attention is being focused on the way proficiency in one of these skills can affect success in the other components.

35. Dallam, W. M. (1981). In Defense of Compensatory Education. Education Leadership, 639-640.

This paper states that William Cooley incorrectly interprets the data on the effectiveness of Title I. The program is successfully serving academically needy students, both poor and non-poor.

36. Deal, T. E. and Nutt, S. C. (1979). Promoting, Guiding and Surviving Change in School Districts. Abt Associates Inc.

Deal and Nutt propose to provide administrators with guidelines to help them implement changes in their school districts. The four planning outlines are to realistically and accurately organize, and emphasize the important stages of change, understand the pros and cons learned from earlier attempts, and pay particular concern to a certain locality for their particular needs.

37. Deimel, G. (1981). In Defense of Compensatory Education. Education Leadership, 641.

This paper states that "contrary to William Cooley's view, school wide Title I projects might dilute intensive service to those most in need. The purpose of Title I is to give students enough intensive instruction that they may return to the mainstream as soon as possible, thereafter receiving all their instruction in the mainstream.

38. Dentler, R. A. (1984). Some Clues to Providing Effective Educational Dissemination, Uinv. of Mass., Boston.

While this paper does not attempt to evaluate the Regional Research and Development Laboratories, it does use them as a guide to test the amount and effectiveness of information dissemination in our country. The paper found many changes being made in education without the necessary changes occuring in information and knowledge. Much work is needed toward the organization of information and dissemination, both internally in the organization and externally. Finally, the most far-reaching improvement would be to staff the facilities with experienced, well-qualified researchers and developers.

39. Dyer, H. S. (1970). Statewide Evaluation--What are the priorities? Phi Delta Kappan, 558-559.

Over the years no one thought to evaluate the goals of the evaluation process itself especially as to how well the school systems within their jurisdiction are doing. As a result, the states now find themselves quite unprepared to meet in an educationally sound way, the rising demand for some procedure by which local school systems can be held accountable for the effectiveness and efficiency of their operations.

40. Education Commission of the States. (1983). Action for Excellence: Task force on Education for Economic Growth. Denver, Colorado.

This report calls for action to revitalize our nation's schools. This will include state and local sectors, in addition to the federal help. The area of concentration is K-12, and seeks a "new ethic of excellence in public education" through the cooperation of educators,

districts, and all involved. The changes called for will occur in fundamentals--how we Americans view education, how we train for teaching, and pay and recruit teachers. In the recent years of negative goals, the new basics must be emphasized, the pace of education must be intensified, teachers held in higher regard, improving leadership and management, etc.

41. Education Week.(1985): It's time to Release the Best-kept Secret in American Education.

This article says focusing on higher pay for teachers, longer school years, renewed emphasis on core subjects (such as grammar and mathematics) is important, but the psychological and personal development of children is far more vital.

42. Edwards, V. B. (1985). School-Reform Backers Setting Groundwork to Draw Supporters. Courier Journal.

"Everybody's got to know that there's more to school than bands, balls and beans." This must be approached with the public through more marketing techniques. The legislature will have to increase reforms and increase revenues for education packages.

43. Eiden, L. J. (1980). Education in the United States: Statistical Highlights through 1979-1980.

This is the second report by this title which provides a synopsis of statistical highlights of education in the United States. Six areas of interest, primarily concerning elementary, secondary, and higher education, have been

selected for examination. Sources both within and outside the National Center for Education Statistics were used for gathering information.

44. Eisner, E. W. (1984). Can Educational Research Inform Educational Practice? Phi Delta Kappan, 65 (7), 447-452.

For the kind of educational science we need, we must design our own ship and sail it into unexplored waters because if research is truly to inform practice, we must construct our own conceptual apparatus and research methods. Those who are best informed about educational rsearch seldom use it to make decisions or to shape policy. Many, perhaps most, changes in practice preceded rather than followed the findings of educational research.

45. Farrarr, E., DeCanetis, J., Cohen, D. (1980). The Lawn Party: The Evolution of Federal Programs in Local Settings. Phi Delta Kappan, 62 167-171.

Researchers have long tried to find out why federal education programs often fail to meet the goals set for them. Lawn party guests do not attend for the same reasons. Some have come for the food; some to talk to friends; some from a sense of obligation; some aren't sure why they came. The difference between federal hopes and local action is not simply or necessarily the result of federal mismanagement or local obstinancy; it is due to differing and often contradictory local perceptions of a program and its purpose.

46. Fetters, W. B.(1980). High School and Beyond: A National Longitudinal Study for the 1980's. A Comparative Study of the Classes of 1972 and 1980. Washington, D. C.: National Center for Education Statistics.

The HSB report compares the graduates of 1972--who grew up before educational help codes, during the Vietnam War, prior to the social changes brought by the women's movement--with those seniors of 1980. Four areas are specified--school experiences (i.e. a decrease in academic activity and increase in extra-curricular); school performance (declines in both verbal and mathematical scores); student self-perception and values (more self-confidence, college-bound attitude in 1980); and plans and aspirations(more men working full-time and more women going to college in 1980). Fewer teachers in training and more computer training was experienced in 1980.

47. Firestone, W. A., Wilson, B. L., and Rossman, G. B. (1982). Annual Report on Study of Regional Educational Service Agencies: Fiscal Year 1982. Research for Better Schools, Inc.

This report is on progress during FY 1982 on the study of Regional Educational Service Agencies (REAs). This year's work concentrates on analysis of the local educator survey and interview data. It led to two sorts of results. A pair of substantive reports that describe research findings was one; the other has been the exploration of the data to identify variables for futher analysis that the field study unit would like to pursue in the coming year.

48. Fischer, N. A. (1982). Evaluating Teachers: One Principal's Way, Principal, 61 (5), p. 37.

The goal of the principal's evaluation should be useful and informative which requires a positive attitude on the principal's part. The key to this type of evaluaton method is to make expectations clear. Clarify for staff what would be expected of them, giving it to them at the beginning of the school year. They should have a written description outline which would be simple to follow.

49. Garibaldi, A. M. (1978). In School Alternatives to Suspension, Conference Report. Washington,D. C.: National Institute of Education.

This report covers a conference featuring various speakers and perspectives on suspension and alternate methods. It is clear that the method of suspension serves no one--student, classroom, school, or community. However, the alternate plans had not been studied in depth, therefore a closeup look at these options--time-out rooms, conseling programs, and in-school suspension centers--is included in the discussion. After each section of presentation is a question and answer section relative to the topic.

50. Gaffney, M. J. and Schember, D. M. (1982). Current Title I School and Student Selection Procedures and Implications for Implementing Chapter I. EDIC A Special Report from the Title I District Practice Study. Advanced Technology, Inc., Reston, VA. Department of Education, Washington, D. C.

This report comes from material from the Title I of the Elementary and Secondary Education Act. The study uncovered results from over 2000 questionnaires sent to directors, interviews, etc., in 100 districts and close study of 40 of

these Title I districts. These findings are compared with the framework and student selection outlines of chapter I of the Education Consolidation and Improvement Act. The overall consensus is that while no extreme differences are noted under Chapter I, the services to students will suffer when switched from Title I.

51. Gay, G. (1975). Teacher Achievement Expectations of and Classroom Interaction with Ethnically Different Students. Contemporary Education, 166-172.

It appears as if student ethnicity is a major determinant of teachers' expectations and interactional behaviors. Teachers expect less of Blacks and Chicanos in terms of academic substance and quality; they behave in ways consonant with these expectations. They give such students fewer opportunities and less encouragement to participate in classroom verbal interactions while white students get more opportunity to participate, more praise and encouragement, and other positive reinforcing feedback.

52. Gersten, R. and Carmme, D. (1984). Direct Instruction Mathematic: A Longitudinal Evaluation of Low-Income Elementary School Students. Elementary School Journal, 84 (4), 395-407.

The purpose of this paper is to describe an instuctional model, the Direct Instruction Model, that has been effective in teaching. It describes the methodology and presents an overview of the research conducted.

53. Glasman, N. and Paulin, P. (1982). Possible Determinants of Teacher Receptivity to Evaluation. The Journal of Educational Administration, 20 (2), 148-171.

This paper summarizes two exploratory case studies of teachers' perceptions about their receptivity to evaluation and about possible determinants of this receptivity. It

explores relationships between receptivity and controllability over two kinds of decisions: those associated with teaching activities and those associated with evaluation of these activities.

54. Glass, G. (1975). A Paradox About Excellence of Schools and the People in Them. Educational Researcher, 4, 9-13.

The paradox is, perhaps, more to be experienced than to be explained. The virtue of the non-evaluativeness is that it avoids the crushing pressure of judgemental averments. One can take the paradox seriously or as a mere technical problem, a problem that will yield to solution by means of some new development. Some actions have to be taken since the problem will not go away by itself.

55. Gonzalez, R. C. (1983). Collaborative Research and Inservice Education for Teachers of Students with Limited English Proficiency. Washington, D. C.: National Institute of Education.

It seems that a collaborative relationship between researcher and practitioner might be harnessed to the task of articulating and solving concrete, every-day problems. This paper deals with four efforts, each designed to bring researchers and practitioners together to work on issues involving teacher inservice education.

56. Good, T. and Others. (1975). How Teachers View Accountability, Phi Delta Kappan, 56, 367-368.

Of special importance in this study is the fact that teachers' reactions to their classroom duties were very similar regardless of geographical location and amount of teaching experience. The teachers sampled reported that they see their role in stimulating effective student growth as especially significant.

57. Grant, W. V. and Snyder, T. D. (1983). Digest of Education Statistics 1983-84. Washington, D. C.: National Center for Education Statistics.

This report on education looks into every aspect of education--from pre-school and kindergarten through post-doctoral studies and research. It looks at such angles as enrollment increases and decreases, employment of teachers in both public and private schools in 1982 and teachers' salaries, as well as the salaries of superintendents and staff. Another key in was expenditures .

58. Grant, W. V. and Snyder, T. D. (1984).Digest of Education Statistics. Washington, D. C.: National Center for Education Statistics.

The purpose of this report is to provide a broad overview of education in the United States from pre-kindergarten through graduate school. It brings together materials from elementary, secondary, and higher education to present a composite picture of the American educatonal system. It contains tables which show the total number of persons enrolled in schools, the number of teachers the number of schools and total receipts and expenditures for education at all levels.

59. Griffin, G. A. (1983). Implications of Research for Staff Development Programs. Elementary School Journal, 83 (4), 414-426.

The purpose of this paper is to review selected research studies that are relevant to or useful for school staff development progress. Consideraton is given to planning, conduct, and evaluation of staff development and progress.

60. Halpern, A. S. (1985). Transition: A Look At the Foundations. Exceptional Children, 51 (6), 479-486.

This essay critically examines the model of transition that has been proposed by the Office of Special Educaton and Rehabilitative Services. A summary of a recent study of secondary special education is also presented, focusing upon needy areas of improvement. Recommendations are offered for modifying the basic model of transition and for improving high school programs as a foundaton of transition.

61. Haney, W. (1984). Testing Reasoning and Reasoning About Testing. Review of Educational Research, 54, 597-654.

We need to develop ways of better understanding what it is that tasks posed on tests represent to individual test-takers. We need to work directed at understanding the implicatons of reporting test results in various ways, with different labels, scores and degrees of precision. An area in which useful scaling, in particular the development of scales that would better allow the comparison of test results with educatonal practice, is explored.

62. Hasazi, S. B. (1985). et. al. Factor Associated with the Employment State of Handicapped Youth Exiting High School from 1979-1983. Exceptional Chilren, 51 (6), 455-469.

This research needs to be replicated in other states with metropolitan areas to determine the generalizability of the findings. The findings suggest that certain educational and vocational experiences are more likely to predict successful employment outcomes, further research needs to be conducted on specific programs and teaching strategies.

63. Hartzog, E. E. (1982). Instructionally Effective Schools for Poor Children, Conference Paper, (ED 225 299).

This speech goes over the characteristics of effective schools for low SES children. First, the speaker suggests that all teachers should be effective with all students and that all studnts have a degree of educability. It is now realized that defective schools play a part in poor children not learning, and cites the James Coleman reports stating that schools have nothing to do with the problem as fallacious. He classifies an effective school as one which has higher than average achievement test scores, strong administrative leaders, great expectations for staff and students, school order and monitored pupil progress.

64. Haywood, C. H. (1982). Compensatory Education, Peabody Journal of Education, 272-300.

This paper suggested that inadequacy of evaluation data related to the effectiveness of educational strategies needed to develop new evaluation strategies that can take account of differing objectives, exceeding complex interacting variables, and interacting criteria as well as interacting independent variables.

65. Herriott, R. E. (1980). Federal Initiatives and Rural Schools Improvement: Finding From the Experimental Schools Program. Abt. Associates, Inc., National Institute of Education.

This report addresses persons involved in the design or conduction of educational improvements on a local base. The apparent misappropriation of funds (too great a percentage to non-rural areas), and the obviously greater need in these rural areas present the basis for this report. Further study reveals the sources of conflict and community tension, problems of consolidation, poor economic base, and unsavory previous experience with the federal government. The goals of the FIRSI is to improve the pupil's skills, but as the sight of goals was lost in the E. S. program, the results were anything but positive. Therefore, this report suggests the need for more federal involvement.

66. Herriott, R. E. (1980). The Organizational Environment of NIE's Regional Laboratories: A Framework for Rational Decision Making Regarding New Labs. Washington, D. C.: National Institute of Education.

The purpose of this paper is two-fold: to assist those within the Institute who are currently considering the establishment of regional laboratories to understand better the complex organizational and interorganizational environment in which such labs would exist; and to help officials at both the federal level and with each of the three regions under consideration as sites for new labs to-make rational decisons regarding how best to facilitate educational service improvement within each region.

67. Hill, S. (1983). U. S. Department of Education special Report: Participation of Black Students in Higher Education: A Statistical Profile from 1970-1971 to 1980-1981. Washington,D.C.: Special Report: National Center for Education Statistics.

This report describes the participation of black students in higher education during the 1970's. Most of the data in the report came from Federal government surveys in which students and degree recipients are identified by race. The survey covered virtually all colleges and universities.

68. Hill, S. (1981). Characteristics of Post-Secondary Students: Technical Notes Survey of Income and Education. Washington, D.C.: U. S. Department of Education, National Center for Education Statistics.

This report tries to examine the status of students either entering college or some other higher education institution with respect to dependency on parents. The questionnaire seeks to establish housing, number of persons living in quarters, income and number of hours worked each week. The survey breaks down students into poverty students, women, Hispanics, non-English language background students, blacks, and "other." The study also defines the possible errors found in the report as non-sampling variability and sampling error. The first comes from lack of obtained information, clarity problems, interpretation differences, inability to find residents at home, etc. The second come from differences in administration of the survey.

69. Hirano-Nakanishi, M. (1983). The Right of Language Minority Students to a Fair Shot at a High School Diploma: A Legal Analysis. Washington, D.C.: National Institution of Education. Bulletin NCES.

Those American students identified as "language minority" are still protected under the Fourteenth Amendment

and Title VI of the Civil Rights Act of 1964 in their quest for an opportunity at a high school diploma. This education should be of at least minimum quality and suggests that certain planning may be required for such students to receive their full benefits under law. It is important for each state and school district to take responsibility to see that each student at least has the chance to obtain all basic "skills, concepts and courses required for high school graduation."

70. Jackson, N. E., Robinson, H. B. and Dale, P. S. (1976). Cognitive Development in Young Children: A Report for Teachers. Washington, D. C.: United States Government Printing Office, National Institute for Education.

This report attempts to relate practical application methods of recent psychological findings for teaching children. Factors on paying attention are covered and suggestions for programming lessons to assist children in paying attention are given. In the following chapter come "memory aids" and a 5-part explanation of a child's ability to memorize and the differences in children and adults with regard to memory. Developing such assets in the children as proper and effective use of language and learning and utilizing logical thinking also are offered in chapters 4 and 5, respectively. Several samples of work in psychologists' reports with children follow the summary.

71. Jensen, A. R. (1984). Cultrual Deficit or Information Processing Deficit? (Report No. ED 243 918) Washington, D. C.: National Institute of Education.

The effects of compensatory education programs in the United States during the past 20 years are discussed. The author believes the programs have had the least impact on scholastic achievement and intelligence quotient (IQ). The

prevailing views of psychologists and educators of the 1960's regarding the nature of intelligence are believe to be incorrect, and they were the basis for the design and expectations of the compensatory education programs instituted 20 years ago. The error in the theory was that the disadvantage with which certain groups of children entered school was a deficiency in knowledge. Information processing deficits, rather than cultural differences in knowledge base, are considered by the author to be the major factors in poor scholastic achievement and IQ.

72. Jensen, A. R. (1984). Political Ideologies and Educational Research, Phi Delta Kappan, 65 (7), 460-462.

Research can play a unique, independent and valuable role in society. This study indicates a renewed enthusiasm for seeing education research proceed on the working hypothesis that an objective reality germane to the most fundamental processes of education exists--and that many aspects of this reality remain to be discovered through unrelenting scientific research, to the potential benefit of education and of society as a whole.

73. Kahn, G. (1980). School Enrollment of 3- and 4-year-olds by Race/Ethnic Category, Washington, D.C.: National Center for Education Statistics.

The enrollment rate for blacks and whites in preprimary schools ran just about even (38%, 36%), while that for Hispanic was considerably lower (26%). Several factors come into play when breaking down these percentages. When SES is controlled, the black populaton has higher enrollment, especially in lower SES areas, attendance changes little for blacks from one economic level to another, and blacks are more likely than whites to be in all-day programs (69% to 28%) and less likely to be in private centers (35% to 69%).

74. Kane, B. (1976). Educational Change in Rural America: An Interim Report to the Experimental Schools Program, Abt. Associates Inc., Cambridge, MA.

This booklet reports on the first 3 years of the 6 year project in Experimental Schools in rural America to which funds would be allocated for school improvement in education. The schools chosen were located all over the country, and a number of comparison schools were chosen close to the experimental schools. Questions to answer involved effects of the project on the community, effects of community on the projects, and studies on the students themselves.

75. Kelly, N. (1983). Essential Knowledge and Skills for Beginning Principals, Research in Education, (ED 229 873).

This paper proposes to outline needed basic skills for beginning principals. In prescriptive research, the study faces the perceived role of principals as "bold innovators" or "creative manipulators." In descriptive research findings, the principal should be an excellent human-relator, handle cirsis well, as well as have good listening and counselling abilities. Actual Practice should become the focal point of administrative training to lessen the gap between the idealized principal and the actual role itself. Finally, two lists concluding the report include: 1) Topics which should be covered in administrative theory courses, and 2) basic skills believed necessary (by the author) for a beginning principal.

76. Kennedy, W. R. and Lorish, C. (1978). Sociological and Psychological Antecedents of Evaluation Resistance: A Case of the Data Use and Disuse Phenomenon. Paper presented to the Annual Meeting of the American Educational Research Association,Toronto (ED 169 068).

Two elementary schools planning changes in curricula were involved in this study. The major goals of both

schools were: 1) improvement in reading achievement scores; 2) better student self-concept. While the teachers agreed on the first goal, most were confused about how the self-concept goal could be met or even scored. What was concluded from the study was that teachrs disagree with Herzberger's two factor theory of motivation and did not see self-concept as a factor in achievement gains.

77. Kimball, R. B. (1980). Six Approaches to Evaluating Teaching: A Typology. NASSP Bulletin, 64 (434), 41-47.

As the public demands more from educators, a need for thorough evaluation shows its evidence. Two purposes, improved quality of instruction and help in decisions of rehire/dismissal of teachers, may be served through adequate evaluation. The forms of evaluation used are process-oriented and goal oriented, and look at a teacher on levels of professional judgement, role definition, and performance standards. In process-orientation, the characteristics and behavior of the teachers are examined by observation. In goal-oriented studies, the actual results shown through student progress are observed. Finally, these deductions are accompanied by "potential of various evaluative modes," which range from the potential to enhance the accomplishment of educational potential to enhance the accomplishment of educational goals within a school system to "creating a basis for personnel decisions that are just and constructive." Two tables aid in correlating the data.

78. Klassen, F. H. and Gollnick, D. M., Eds. (1977). Pluralism and the American Teacher: Issues and Case Studies. American Association of Colleges for Teacher Education, Washington, D.C.: U.S. Department of Health, Eduction, and Welfare, (ED 134 575).

This collection of papers covers major issues of multi-cultural teacher education--in curriculum, research, and development, legislation, and performance-based teacher education--including overviews of such programs in existance. Section I deals with 5 topics: 1) The Implication of Multicultural Education for Teacher Educaiton; 2) Curriculum; 3) Recommendations for

Multicultural Teacher Education; 4) Research and Development in Multicultural Ed; and 5) Ethnic/Cultural Diversity as reflected in state educational legislation and politics. Section I presents the case studies in multicultural education.

79. Lane, C. A. and Kelly, J. G. (1981). Community Influence on Schools and Student Learning, Eugene, OR: University of Oregon, Center for Educational Policy and Management, National Institute of Education, (ED 209 776).

This paper studies the influence of environment--home, community, and the larger sociocultural context--on learning. These influences are then linked with school policy and operations. The degree to which these influences affect school governance, student learning and the management of human resources in school is discussed along with theoretical approaches to study these links. In addition, questions derived from the findings are given in the form of a research agenda.

80. Lazar, I. and Others. (1977). The Persistence of Preschool Effects: A Long Term Follow-up of Fourteen Infant and Preschool Experiences. Summary Report. Washington, D. C.: U. S. Department of Health, Education, and Welfare, (ED 148 470).

"This paper summarizes a larger report of the findings of the Developmental Continuity Consortium, a collaborative effort of twelve research groups conducting longitudinal studies on the outcome of early-education programs for low-income children initiated in the 1960's. Summarized are: 1) Methods; 2) Analysis of Program and control; 3) Analysis of Parental Evaulations; and 4) Conclusions and Implications."

81. Litkowski, T. (1981). Free Universities and Learning Referral Centers 19181. Washington, D. C.: U. S. Department of Education, Office of Research and Development, National Center for Education Statistics.

The free universities were established in the 1960's by students' groups and have since blossomed into a $5 million/year operation with as many as 550,000 persons taking advantage of the services in 1981. The learning referral centers have grown (libraries, YMCA/YWCA, etc.), but not to the size of the free universities. The free universities usually charge only a materials fee and find their main support from either affiliated schools or student unions, grants, gifts, benefits or fund raisers. They are staffed 40%plus by volunteers and 97% part-time. Eighty-two percent of the universities have less than 10 staff members.

82. Lovett, G. J.(1980).Instructional Problems in Reading as seen by Teachers of Disadvantaged Children. Research Report (ED 229 724).

The question was "do teachers of disadvantaged children confront the same problems as teachers of non-disadvantaged children?" Questionnaires were given to 24 teachers--half of whom taught first-fourth grades of disadvantaged students and half who taught children considered not-disadvantaged. The teachers of disadvantaged children confronted significantly more problems than did their colleagues, and their problems were greater in scope. The most difficult problems were decided to be: 1) providing for individual differences; 2) improper/non-reading college preparation in teachers; 3) poor language skills of students; 4) attendance problems and mobility of students. Apended to the document is a copy of the questionnaire.

83. Louis, K. S. and Rosenblum, S. (1981). Designing and Managing Interorganizational Networks, Linking Research and Development with Schools. Abt. Associates, Inc., Cambridge, MA, National Institute of Education, (Ed 207 260).

This Research and Development Utilization product looks into the achievements and hold-backs of projects attempting to organize a linkage between resource centers and educational institutions. There is a framework to guide study of the proposed network, and discussion of topics relevant to delivering the knowledge through networking and for particularly RDU. There are case studies of four RDU projects, followed by a summary of the work, along with a hind-sight view of pros and cons for future development.

84. Mahan, J. M. and Chickedantz, P. G. (1977). Deterrants to Fully Effective Innovations in Elementary Schools. Phi Delta Kappan, 59 (2), 131-2.

In a 5-year-long study involving 168 persons in elementary school leadership positions, the object of finding deterrants in effective/necessary change concluded with a compiled list of 15 deterrents. Each factor was given a general rating of its seriousness in most elementary schools plus a rating of the problem's magnitude in a "back-home" framework. Those problems listed but as being least serious (receiving less than '1') were: 1) resistance of community; 2) design/nature of implementation; and 3) lack of financial backing. Several of the higher-ranked, more problem area were: 1) lack of teacher/principal knowledge on methods of innovation; 2) conflicting educational attitudes of those involved; 3) fear of incompetence with new ideas. These factors should become determinants in future plans of innovation, not deterrants.

85. Maspons, M. M. and Llabre, M. M. (1983). Effect of Pretraining Hispanic Students on Test Taking Strategies on the Reliability and Predictive Validity of a Mathematics Predictor Test. Paper presented at the American Educational Research Association Annual Meeting, Montreal, Quebec, (ED 229 431).

The effects of test-taking training to Hispanic students is observed. A sample of 535 Hispanic college freshmen revealed that most had received their education outside the U. S., therefore, they were unfamiliar with multiple-choice tests. When divided into groups, portions received training, while other groups did not. The results showed that those who were trained showed an increase in predictive validity for experimental subjects.

86. McAffee, D. T. (1975). Evaluation of the Teacher: Do Teachers and Supervisors Agree? The High School Journal, 58, 336- 342.

From a selection of 1969-1971 teacher graduates of Southern Illinois University a personal evaluation was made by each person answering some 51 questions. Also, their immediate supervisors were questioned by the same form for comparative purposes. They were measured by the Pearson Product-Moment Correlation Coefficient technique , with positive ratings of .05 on 11 items and .01 on 7, and with no negativre correlation. When the results are observed, teachers and supervisors agreed only 35% of the time on the 51 items, with 21% of that 35% rated at the low of .05 level of correlation. In the areas most agreed upon and rating .01 level of significance were items such as teachers' relations with parents, teacher' relations with supervisors, teachers' ability to evaluate himself, teachers' personal appearance, planning skills, responsiveness toward suggestions of other teachers, and ability to vary instructional methods. This study reveals a need for more decisive methods of teacher evelaution for greater effectiveness of teacher evaluation. A table of the PPMCC is supplied.

87. McClerary, L. E. and Thomas, S. D. (1979) The Senior High School Principalship. vol III: The Summary Report, Reston, Va., National Association of Secondary School Principals, (ED 169 667).

Volume III is a culmination of Vols. I and II, looking into the the principal and his role today and likely changes in the future. The report offers a summary of the results of a national random sample survey of high school principals involving basic characteristics, beliefs, preparation, career goals, the job itself and the school. Following this are findings from an "effective principals" survey, and along with the results of two other surveys the profile of an effective high school principal is drawn. One entire chapter is given to the role of the public school principal, and one to non-public principals. The concluding chapter examins and prsents ideas on the future principalship--with personnel and professinal facets, the job of the principal, and preparation and selection of persons for the job.

88. McClure, L. (1977). The Regional Laboratory Connection: Improving Educational Practices Through Systematic Research and Development, Portland, OR: Northwest Regional Education Laboratory. Executive Summary.

This study comes at a unique juncture in the development of regional educaitonal laboratories. Ten years of service has been a learning experience in itself. This self-examination by laboratory personnel of what laboratories are and can be is designed to help policymakers and planners alike to consider ways to make the laboratory connection even stronger--both in regions where access is important and nationally where interaction is critical.

89. McEwin, C. K. and Alexander, W. M. (1982). The Status of Middle/Junior High School Teacher Education Programs: A Research Report, Appalachian State University, Boone, NC. (ED 228 173).

The results of this paper indicated that teacher preparation programs have not kept pace with the growing numbers of teachers needed, and the predominant emphasis in available programs has been at the undergraduate level. Included in this report on the survey are tables providing information on available middle school programs and their characteristics.

90. McPhail, I. P. (1976). A Psycholinguistic Approach to Training Urban High School Students in Test-Taking Strategies: A Directional Effort. (ED 133 722).

This report examines the possibility of test-witnessing to improve score patterns. The group of 54 high school seniors (all black and other minority students) with academic talent were divided into seven groups, studied before and after the project. Two groups received no instruction; two groups served as "placebo" groups by receiving irrelevant aid; 3 groups received 15 and one-half hours aid in psycholinguistic reading strategies. Results show enough improvement in the test-witness group that further examination is called for.

91. McPhail, I. P. (1979). Test Sophistication: An Important Consideration of Judging the Standardized Test Performance of Black Students. Reading World. 18 (3), (ED 227 235).

"It is a commonly accepted fact that working-class Blacks and other economically 'disadvantaged' minorities do not do as well on standardized tests as middle-class whites. Aside from construct validity and other dilimiting factors such as cultural and linguistic bias, poor test taking

ability should also be an important consideraton in judging the value of a standardized test result. Since standardized reading tests, despite a growing body of research to the contrary, remain in wide use for purposes of student and program evaulation, reading specialists and content area specialists should teach for test-taking competence. Future research should also attempt to examine the part played by test-wiseness in mean differences in standardized test performane between certain subsets of population (Black, rural, etc.) and the population at large."

92. Mack, D. P. (1980). Issues Regarding Funding of RDx Central support Services, National Institute of Education.

With a need to complete the four central support service labs of NIE, they would either have to take money from the base lab or issue additional monies (in essence, paying twice). The changes in funds are needed to counteract the erosion of services from lack of support. An effort to make the service more broad-based would come with a system of network from center to center, also by strengthening the ties between practitioners and researchers. Four options for funding are reviewed with pros/cons comments attatched to each.

93. Matter, K. and Others. (1982). Evaluation Design: Low Socioeconomic Status and Minority Student Achievement, 1981-1982, (ED 211 297).

This evaluation is designed to moniter low SES and minority student achievement on district-wide achievement tests, minority student participation in tests for college-bound high school juniors and seniors and minority student school leaver rates.

94. Mercer, W. A. (1983). The Florida A and M University Preservice and Inservice Multicultural Educational Model.The Negro Educational Review, 34 (1), 37-40.

Our educational system should accomodate and recognize our multicultural society. Three goals which look toward realizing this objective are: 1) annihilation of all outfit structures which suppress minorities; 2) to promote "dispersal" of leadership within centers of higher learning in the cultural, social, racial, sexual, and economic diversities; 3) the promotion of cooperation between the various diverse-background groups. Statements from proponents of the multicultrual awareness in education movement lend credance to the total claim of the author. Also, there is an outline of objectives on pages 41-44.

95. Metz, A. S. and Hammer, C. (1981). Labor Force Status of Recent College Graduates, Washington, D.C.: U.S. Department of Education and the National Center for Education Statistics.

As college graduates, those with engineering degrees fare better generally than any other major. Likewise, professional degrees insured a generally higher starting salary and lower unemployment rate than for ones with degrees in the arts and sciences. However, those with humanities degrees were more likely to go on with their education and therefore less likely to obtain full-time jobs. The main difference between women and men in any category was that women earned substantially less on the average--about $1,000 per yearly average.

96. Mayers, L. and Others. (1983). Direct Instruction: A Project Follow Through Success Story (Contract No. 400 81 0030). Washington, D. C.: National Institute of Education.

This report shows the ways a certain New York City Public School helped show that diadvantaged children can compete with middle-class students, and the results. The project involved 12 classrooms of grades K-3 implementing constant focus of academic goals, much time given to small group instruction, the Distar schedule, teacher training involving preservice and inservice, and continual monitoring of student progress.

97. Mitchell, D. E. and Encarnation, D. J. (1983). Alternative State Policy Mecanisms for Influencing school performance. Educational Researcher, 4-11, (Ed 232 259).

This report looks into the problems confronted by state-level educators in their effort to further educational efficiency, equity, and quality. These problems may be compounded by weak conceptualization and analysis of the situation. These problems in the state-level school policies call for a more structured and systematic element of state disposal for meeting these problems of structional organization, revenue generation, resource allocation, education programs and accreditation, and personnel training and certification.

98. Morton-Watts, G. (1983). Motivational Cultural Experiences, Disadvantaged Pupil Program Fund Evaluation Report. 1982-83. Cleveland Public Schools, Ohio. Department of Research and Analysis.

This report presents a mid-project evaluation of the motivational-cultural experience in the Cleveland public schools. Activities included taking the children to local

cultural events in drama, music, and dance, also several acts were brought to the schools. Classroom instruction and cultural experiences were tied together. The Health Division provided trips to the Health Activities Center and the Cleveland Health Museum to stimulate interest in health in both students and parents. All of the projects 5 goals were reached.

99. Moseley, B. B and Plue, W. V. (1980). A Comparative Study of Four Curriculum Programs for Disadvantaged Preschool Children.(Report No. 226 852). Washington, D. C.: Reports/Research Technical.

A study was undertaken to determine whether four commercially prepared language programs would bring about gains in the language achievement of disadvantaged preschool children than would activities planned by teachers themselves. Subjects were tested once prior to the experiment for their initial language skills and then again after 60 days of instruction. Comparisons of subjects pretested programs produced better gains than did the teacher-made materials. Of the four programs studied, the Peabody Language Development Kit (PLDK-P) seemed to produce better general results than did the others.

100. Mulkey, Y. J. (1983). The Character Education Curriculum: An Evaluation With Principals and Teachers, San Antonio, TX, American Institute for Character Education.

The reports of two hundred and sixty-nine classroom teachers and fifty-seven elementary principals showed that the Character Education Curriculum can affect children's behavior. Many principals and teachers noted many positive changes in students attitudes and behaviors.

101. Murnane, R. J.(1981). Inner-City Schools Can Make a Difference. Report-Research/Technical (143), Speeches/Conference Papers, 150. (ED 243 918).

The primary purpose of this paper is to present evidence of significant differences in the effectiveness of schools serving low-income children; a secondary purpose is to show that one reason why more learning takes place in some classrooms and schools than in others has to do with differences in the effectiveness of teachers due to teaching experience and "vintage effects." Findings showed that in all three samples teachers with 3-5 years experience more effectively taught than teachers with less experience. Additonal experience beyond the 5 years, however, did not increase effectiveness but reduced it slightly.

102. A Nation at Risk: The Imperative for Educational Reform (1983). National Commission on Excellence in Education.

This report following an 18-month investigation of American schools delivers serious charges to our nations schools and a call for reform before we slide completely into complacency. The "Indicators of Risk" are lower student achievement and preparation by high school and college students as compared with other nations, undemanding curricula, low expectations of teachers and students, needs in imporving the "professional life" of teachers, and "written down" text books for the new, undereducated students.

103. National Center for Education Statistics. (1983). Science and Mathematics Education in American High Schools: Results from the High School and Beyond Study.

Too many high school graduates are earning degrees without the proper amount of math and science training, with less than 30% having more than 3 or more years of either. Our students fall behind the other highly developed countries, while most U. S. schools required only 1.7

credits in math and 1.6 in science for four years, these other nations require students to take at least one of each each year.

104. National Institute of Education. (1978). Administration of Compensatory Education. Washington, D. C.: U. S. Department of Health, Education and Welfare.

This article examines the way in which federal and state governments allocate and administer Title I funds. It is one of six reports from a congressionally mandated study conducted by NIE.

105. National Institute of Education.(1978, May). The National Conference on Achievement Testing and Basic Skills. Washington, D.C.: U.S. Department of Health, Education and Welfare.

This report examines the pros and cons of standardized testing with input from the publishers, the Congress, and President Jimmy Carter. The report concludes that although the tests should be localized/regionalized and made less descriminatory to non-white students, our schools are doing a possitive job of teaching basics, and perhaps so much emphasis should not be placed on test scores.

106. National Institute of Education. (1980). Education Finance and Organization Research Perspectives for the Future. Washington, D. C.: U. S. Government Printing Office.

This book is a collection of essays which explore the financing and organization of American education. Focusing on the important issues of education there are essays on judicial reform, school finance reform, organizational change in educational structure, process, and symbolism, organizational scale and success, demographic studies and shifts in enrollment, time in the classroom, school and work, employment and education, and finally a look at researching priorities in educational finance and organization.

107. National Institute of Education.(1978). The Compensatory Education Study Executive summary. Washington, D. C.: U. S. Department of Health, Education, and Welfare.

This article summarizes the findings and recommendations of NIE's congressionally mandated study of compensatory education.

108. The National Institute of Educaiton (a pamphlet).

This pamphlet gives the background of the NIE and its purposes. It gives the name of the director, Manuel J. Justiz, and his duties, and a brief description of the council and budget history and a list of major activities are also included.

109. National Institute of Education. (1977). The Effects of Services on Student Development. Washington, D.C.: U.S. Department of Health, Education and Welfare.

This article presents findings about the effectiveness of providing reading and mathematics instruction to compensatory education students.

110. National Institute of Education. (1984). Forthcoming Publication of the NIE. Prepared for the Representatives of the National Coucil of States on Inservice Education.

This 100+ page report presents abstracts of reports which would be coming out in 1985. The upcoming reports are broken down into six categories: 1) the effective schools; 2) effecitve teaching; 3) effective leadership; 4) higher education and adult education; 5) technology in education; and 6) educational policy and financing.

111. NIE Regional Laboratory Special Reports and Documents: Expanding and Strengthening NIE's Regional Laboratory Services. (1983). Washington, D. C.: National Institute of Education.

This report concludes that educational research is a vital tool for improving the quality of American education, and support of such research is an appropriate and essential federal role.

112. National Institute of Education. (1977). Using Acheivement Tests to Allocate Title I Funds. Washington, D. C.: U. S. Government Printing Office.

This report explores the possibility of using achievement test scores instead of income levels. Usually poverty-level areas are given the assistance, and moving to acheivement tests would require addressing certain issues before such methods would be feasible. Questions like "are the test results accurate?" and "what would the cost of allocating test results be?" and "how would this switch affect the funding patterns already existing?"

113. National Institute of Education. (1978). Violent Schools-Safe Schools: The Safe School Study Report to congress. Vol. I.

This report is compiled from information received from 4000 schools surveyed by mail, on site surveys of 642 schools, and close studies of 10. Even after a decline from the violent 1960's, eight percent of the nations schools are violence prone, more often secondary schools. A profile of the likely schools reveals that the Northeast/west have greater risks, especially in urban and suburban junior schools. The figures of personal violence range from 11 percent of the students reporting something stolen each month to 5200 teachers being attacked each month. Vandalism costs $200 million each year. Ways to prevent school violence are security devices, safer doors and windows, and trained security personnel. The most consistent difference between safe and non-safe schools was the strength of the principal's position and his leadership abilities.

114. National Institute of Education. (1980). Testing and Evaluations in Schools--A Practioner's View. Washington, D. C.: U. S. Government Printing Office.

This publication compiles articles by educators--teachers, principals, and staff members specifically--concerning various aspects of standardized testing, i.e.,

special students, effective evaluation of test scores, discrepencies in results and actual performance and improvement findings.

115. Natriello, G. (1983). Evaluation Frequency, Teacher Influence, and the Interalization of Evaluation Process: A Review of Six Studies Using the Theory of Evaluation and Authority. Eugene, OR: University of Oregon, College of Education, Center of Educational Policy and Management. (Ed 242 050).

A conceptual framework is developed to consider two dimensions of evaluation systems likely to lead performers to internalize the evaluation proces. The two propositions are: 1) the more frequently performers are evaluated, the more likely they will be to accept or internalize the evaluation process; and 2) the more influence performers have over evaluation, the more likely they will be to accept the outcome. A brief discussion of the theory of evaluation and authority as it applies to schools is followed by a discourse on the rationale for the two propositions above, followed by a description of the primary aspects of the six studies. A conclusion offers suggestions for further research and theory construction.

116. Natriello, G. (1982). The Impact of the Evaluation of Teaching on Teacher Effort and Effectiveness. Paper presented at the annual meeting of the American Educational Research Association. New York, (ED 222 506).

By using Dornbush and Scotts' theory on evaluation, the effects of the performance evaluations on teacher was studied. Steps to completion of the evaluation included allocating, sampling, communicating the evaluation, and plans for improvement. Task measurement was taken on subject matter, development of character, control maintenance, and record keeping. Studies show that those teachers more often evaulated showed greater accountability

and improvement in their teaching practices. These tasks were held as inert by the teachers. If this is standard, it would have a negative effect on learning experiences and teaching experiences.

117. Nevo, D. and Stuffelbeam, D. (1975). Evaluation Priorities of Students, Teachers, and Principals. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D. C., (ED 104 934).

This project attempted to locate the specific evaluation needs of students, teachers, and principals, with a goal to develop a system for evaluation within the school environment. The three groups were questioned on the availability and necessity of eight categories of information using the guidelines of Stuffelbeam's CIPP Model and Scriven's formulative and summative evaluation processes. While the availability for summative information was highest, both students and principals showed a greater desire for formative over summative evaluation.

118. Nehrt, R. C. (1981). Private Schools in American Education. Washington D. C.: National Center for Education Statistics.

This publication examine more recent data on private schools, as well as historical data to develop a context in which the more recent data can be interpreted. Private school enrollment rose from 2.0 million pupils in 1932 to over 5.2 million in 1978. Private school enrollment changes generally parallel those of public schools.

119. Norman, D. K. (1980). A Comparison of Children's Spatial Reasoning: Rural Appalachia, Suburban, and Urban New England. Child Development. 51, 288-291.

This study compared the developmental levels of spatial concepts in children from 3 different environments in the U. S. Matched groups of 20 10-year-olds from a rural Appalachian community, a middle-class suburban community, and a lower-middle-class urban community were selected.

120. Oakland, T. and Weilert, E. (1972). The Effects of Test Witness Materials on Standardized Test Performance of Preschool Disadvantaged Children. Journal of School Psychology, 10 355-360. (ED 047 050).

This study was an attempt to examine certain variables which apply to test-witness factors in assessing preschool and primary grade children. The study identified specific abilities which appear to be prerequisite for taking standardized tests, and to design curricular materials to facilitate the development of these abilities. It was found that the curricular test-witness materials had limited value in facilitating test performance. However, teachers stated that most of the children were more confident in pencil and paper chores, and could focus on a task for longer periods.

121. Odden, A. and Doughterty, V. (1982). State Programs of School Improvement. Denver, CO: Education Commission of the States, (ED 244 135).

This report shares the results of a 50 state survey to find what attempts at state schools' improvement are working. Two tables give a quick synopsis of the May/June 1982 survey, and there are brief summaries of the goings on in each state. Throughout the reports three characteristics seem to be repeated in successful, low cost programs: 1) the school is the center of educational improvement; 2) academic goals are focused on basic skills with instructional

programs geared to these goals; and 3) there is clear feedback to students and use of information in changes in the curricular. Other mehtods which were repeated often were improvement of faculty capabilities; dissemination/adoption assistance; using results for effective teaching pragmatically; and use of technical aid from state educational departments, usually through RD centers.

122. Ornstein, A. C. (1975). Evaluating Teachers and School Administrators: The Politics of Accountability. Journal of Research and Development in Education 8 (3) 73-81.

This report focuses on some of the current trends and movements toward public control of public schools and the uneffective attempt by journalists and educators to reach the people who ultimately decide upon school policy. The tradegy of reverse descrimination are presented by numerous references to articles published which, while ofering reserch on accountbility, reports that either heredity may have a factor place in intelligence, some students are better equipped than others initially and that there will always be some inequality due to individual differences in ability.

123. Osmond, P. K. (1978). Teacher Assessment of Supervisory Evaluations. Master's Thesis, Wayne State College, (ED 200 514)

Following a study of reports on teachers' views toward teacher evaluation, a summary of their views was made with accompanying suggestions for changes. A questionnaire received from 40 teachers showed that the more years of teaching a person had, the less often they were evaluated. Other findings include: 1) a positive relationship between the teachers' perceptions of the main purpose in evaluation and recent changes made in the teaching techniques in post-evaluation practice; 2) teachers will more often change when

they perceive that the evaluations are true to life; 3) a majority of teachers did not see their evaluations as correct measurements of performance; and 4) teachers would like to be more involved in the evaluation process. Appended: Bibliography and attitude measurement instrument.

124. Patrick, E., McCann, R. and Whitney, D. (1981, April). The Dissemenation Linking Process: A View from the Regional Exchange. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, CA.

This report is an analysis of the dissemination linking process actions of Regional Exchange staff at Research for Better Schools. In the study, the range of decisions and influential factors which the linkers dealt with are explored. The four activity categories were engagement, context, presentation and disengagement. In the decision arena, four factors were found: scheduling and coordination of necessary services, and the style and role of services connections. Results were the support of a "client-centered, linker/time referenced interpersonal communications view of the R & D process."

125. Paulin, P. (1981). The Politics of Evaluation at the Local Level: A View Through Teachers' Perspectives. Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles. (ED 207 224)

This study questioned 150 elementary teachers concerning their perceived amount of control over seven areas of teaching, such as learning objectives, classroom conduct and teaching materials. A second study asked 200 secondary teachers about their feelings on eight teaching-related activities, such as planning and pacing classroom activity, and five points of evaluation. Both studies showed that generally teachers reactions to evaluation was

in direct proportion to their perceived involvement in controlling these classroom teaching activities. Secondary teachers were more receptive to evaluation when there existed a mutual trust between them and evaluators when they possessed considerable control over evaluation decisions.

126. Peng, S. D. (1983). High School Drop-Outs: Descriptive Information from High School and Beyond. Washington, D.C.: National Center for Education Statistics.

This NCES bulletin gives information about the drop-out students as sophomores and as seniors. The study compares percentages between males and females, various ethnic groups, and socio-economic levels. There are other factors which come into play such as disciplinary problems, parents' education levels, peer-pressure, etc. The report concludes by looking at post-drop-out activities of the students.

127. Peng, S. S., Fetters, W. B and Kolstad, A. J.(1981). High School and Beyond: A Capsule Description of High School Students, Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

This report focuses on several aspects of high school; 1) H. S. experiences--curriculum, math and science courses as requirements, influence and emphasis of grades and home work, work-studyprogram participation, basic skills emphasis, etc. The same 1972 and 1980 graduates are compared in outside activities as well--working for pay, sports, social groups, etc. Values, attitudes and plans of seniors show the affect of the changes in society, but appear mainly in the female statistics. Many tables and charts follow the report.

128. Phillips, A. (1983). Test Taking Skills: Incorporating them into the Curriculum. (Ed 235 200).

Because of what a teacher learns from a child in a test, what the child learns about itself, and since tests are a part of every student's life, test witness skills should necessarily by taught in our schools, only if no material from the actual test is presented. Particular skills such as managing time during a test, avoiding errors, the art of guessing, and deductive reasoning skills may be learned, either for multiple choice or true/false exams.

129. Piele, P. K. (1982). Public support for Public Schools: the Past, the Future, and the Federal Role. Eugene, OR: University of Oregon, College of Education. (ED 206 117).

The predictions of this report come from a survey of indicators of public support from the 1960's and 1970's. Most reports suggest that public support has weakened in that time, especially in the white middle-and upper-classes. This trend is likely to continue due to the shift of responsibility to the poor and politically weaker non-white constituents, and private schools and home computers will be alternatives chosen more frequently over public education. However, there is demonstration of strong black support, an increasing population in the South, higher tax payer-to-student ratios, and a revival of more traditional learning centers. The federal education policies, while unrelated to public support, should counteract this trend by further support for disadvantaged children and more responsive programs to staisfy parental demands for the education of their children.

130. Pitner, N. J. (1982). Training the School Administrator: the State of the Art. Eugene, OR: University of Oregon, College of Education, Center for Educational Policy and Management. (Ed 214 253).

To assess adequately how administrators perform, a comparison is made between what they actually do and what

they are taught in both preservice and inservice programs. A study on their performance shows brief, discontinuous, unpredictable, verbal, and generally unrelated work. In the universities, preservice programs generally are the same, requiring little field experience--failing to prepare future principals in decision making, communications skills, and dealing with/comprehending important issues. A future addition of cognitive skills is a must. The inservice programs to which administrators are exposed offer technical skills additional to college experiences, relating to specific job items, relating problems with solutions, and encourage peer communication. Changes in these programs should entail identifying the knowledge/skills required, deciding the scope and sequence of training, and delegating responsibility to certain persons for each portion of training.

131. Plisko, V. (1984). The Condition of Education. Washington, D.C.: National Center for Education Statistics.

Another study of the Center of Education, this report offers studies in both elementary/secondary education and higher education. Such statistics as enrollment in lower grades should increase while enrollment in upper grades should decrease by 1986, by the mid-1980's the demand for teachers will exceed the supply, and in higher education women are on the move earning the majority of bachelor's and master's degrees in 1981-81 and are expected to earn nearly half of the doctoral and first-professional degrees by 1992-93. There are also entries on vocational education and educationally disadvantaged adults.

132. Popham, W. J. (1974). Pitfalls and Pratfalls of Teacher Evaluation, Educational Leadership, 32 (November), 141-146.

The report urges educators to look to the mistakes of the past and to learn from them. He also advises against using a certain standard which may work effectively for some teachers as sole evaluation material for all teachers. He feels that teacher-rating serves no advanced purpose except

to point out the particularly weak teachers or the strong ones. He delivers opinions on standardized testing, teacher observation, various teacher/education laws going into effect, and the role that partiality may play in evaluation.

133. Porter, J. D. (1981). Appalachians: Adrift in the Mainstream. Education Digest. 47, 13-19.

This article discusses whether mainstreaming of culturally or racially different learners has shown any improvement or boosting of cognitive achievement.

134. Price, E. (1984). Public School Enrollment, Fall 1982, Washington, D. C.: U. S. Department of Education, National Center for Education Statistics.

This NCES bulletin covers the decline in school enrollment from 1980-81 to 1981-82 school year. Several charts are provided which break down the numbers to grades, regions, and state. It also includes a look at the eight states which experienced a rise in enrollment (in the Southwest) and those state which experienced more than 25000 fewer (mainly North and Northeast).

135. Price, E. J. (1983). Public High School Graduates, 1980-81, Washington, D. C.: National Center for Education Statistics.

A study of the decrease or increase in the number of high school graduates from the year 1979-80 to the 1980-81 comprises this short report. Two large tables comparing graduation by sex and state, and percentage of enrollment 4 years earlier in each state.

136. Ragosta, M. (1980). Handicapped Students and the SAT. Educational Testing Service, (ED 204 348).

This report centers on concerns of handicapped students involving the SAT and identifying the problems common to specific disabilities and common problems to most handicapped persons. These findings should aid ETS in future modifications of the service. The variations of handicaps, degree, age of onset, etc., left the study with no specific type. Many had taken the SAT in a standard environment, unaware of special settings. Some faulty points defined were unacceptable answer sheets for blind persons, the inadequacy of vocabulary of deaf students. These findings are hoped to aid ETS in developing a base of reliability for testing handicapped students and solving problems of time and space through modularization of standardized tests.

137. Randell, S. K. (1979). Accountability for the Education of Disadvantaged Groups through the Disadvantaged Schools Program. (report No. ED 212 434) Washington, D.C.: U.S. Government Printing Office.

Financial, educational, and political accountability issues involved in the Disadvantaged Schools Program, initiated by the Schools Commission to improve the disadvantaged backgrounds in Austrilia, are the focus of this paper.

138. Reisner, E. R. (1983). The Use of computers in Instruction Supported Under Chapter I of the Education Consolidation and Improvement Act, Policy Studies Associates, Inc., Washington, D.C.: Department of Education, Office of Planning, Budget, and Evaluation.

This is a report which looks into the availabilty of computer instruction to disadvantaged students in the

Chapter I-assisted programs. Such facts as the numbers of computers available and computer access to students, and hopes of future increases in Chapter I use of computers. There is a look into the use of non-white, low-income Chapter I users and the difference in white use of computers, Houston's instructional computing service to disadvantaged students, and case studies of three schools and their swetch to computer instruction. Finally, there are suggestions for future improvements, with government responsibilities cited.

139. Rose, G. W. (1962). The Effects of Administrative Evaluation,The National Elementary Principal, 18 (2),50-53.

With the definition of evaluation assumed to be "a systematic procedure by which persons who have some business doing so--e.g., teachers and principals--attempt to place a value on a teacher's contribution to a school program," this article presents certain problems which occur within evaluation and some remedies for those problems. In a survey of principals, several very broad-based generalizations are seen. Teachers tend to be uneasy with the intrusion of other, often critical, adult into their classroom seclusion. However, this fear may be minimized by greater input/understanding of evaluation. Also, the relationship between principal-teacher may be damaged if the evaluator does not use discretion in his techniques. Third, administrators acting as supervisors must carefully guard themselves to avoid a "principal's pet" or domineering reputation. Finally, if there is no agreemnet that evaluation plays an important role in school improvement, the entire project would founder.

140. Rosenshine, B. and McGaw, B. (1972). Issues in Assessing Teacher Accountability in Public Education, Phi Delta Kappan, 53 (10), 640-643.

This report gives specific ideas of what "responsibility" and "accountability" mean, ways these have

been checked in teachers, fallacies in these judgements and a final plea for a more cooperative view of educational accountability. The two types of accountability noted are outcome (the actual grade-level, student-growth measurement) and transaction which considers four aspects of student-teacher contact--morality, task, classroom-based research and the personal measure of the importance of specific transactions in student learning. With all of the outside factors considered--student motivation, availability of good materials, proper inservice training--it is hard to conclude that teachers have the sole responsibility in education, and perhaps harder to put a definite outline around the existing accountability of teachers.

141. Roser, M. A. (1985, January 27). Kentucky's Education Challenge Remains. Bluegrass Review; Lexington Herald-Leader.

"Kentuckians learned a painful lesson about educaiton in 1984. Their public schools are ailing, and it will take years to make them well." Education has to be sustained for a turnaround to come. Four things or areas that should be stressed in the 1986 session are improving teacher salaries, ensuring equity among school districts, strengthening instruction in the early school years and financing classroom construction and renovation projects.

142. Roser, M. A. (1985, January 20). Citizens Groups: New Voice for Schools: Town Forums Helped to Spark Grass-Roots Interest in Education. Lexington Herald-Leader.

There is a need to improve communications between school officials and the community. "When the school system is the largest emloyer, you meet" opposition of all kinds, fear and intimidation as well as apathy and hopelessness keep many people quiet. There have been major impacts on the future of our children.

143. Ruskin, J. Character Education Curriculum: Education Does Not Mean Teaching People to Know What They Do Not Know; It Means Teaching Them to Behave as They Do Not Behave. American Institute for Character Education.

This report focuses on two of the central challenges facing public schools today--improving student behavior and building better citizens. This program enables classroom teachers to help children develop positive personal values and improve personal behavior and self esteem.

144. Salmon-Cox, L. (1980). Regional Educational Laboratories: A Descriptive Account, Washington, D.C.: U.S. Government Printing Office, National Institute of Education.

This report should contribute to the understanding of the enterprise. The request for this report stems from discussion, internal to the Institute, about what to do about the fact that some regions of the country are unserved or only partially served by existing laboratories. Both sponsors and performers have learned many things in the past decade which will assist the new planning efforts.

145. Sapone, C. V. (1981). Appraisal and Evaluation Systems: Perceptions of Administrators, Teachers. NASSP Bulletin, 65 (442), 25-30.

When teachers and administrators from New York State and Ontario, Canada were asked to answer a questionnaire pertaining to teacher evaluaton and implementation of goals, several differences appeared in their perspectives. Teachers ranked goal-setting as their major priority, while administrators did not share this feeling, ranking it as low as fifth. In general, each portion received different ratings (both idealistically and relalistically) from teachers than administrators. However, they did tend to

agree on the impracticality/impossibility of having an ideal evaluation system placed on teachers, schools. The report inclues a table of the questionnaire data and calls for research on a "macro" level of teacher accountability.

146. Sarnacki, R. E. (1979). An Examination of Test-Wiseness In the Cognitive Test Domain. Review of Educational Reearch, 49 (2), 252-279.

The definition of test-wiseness accpted by Sarnacki for this report states "a subject's capacity to utilize the charateristics and formats of the test and/or test-taking situation to receive a high score" and desregards one's knowledge of the subject, or can disregard that knowledge. Th author describes th different aspects of TW (also presented on a table) and expands the list to include evidence/data collected from tests given to disadvantaged students.

147. Schribner, H. B. and Stevers, L. B. (1974). The Politics of Teacher Competence. Phi Delta Kappan, 56 (1), 51-53.

Since education is by-and-large a public operation with compulsory attendance, there are going to be political influences in all aspects of teaching. Some of these factors to be aware of are: 1) public interest groups; 2) the trends in teacher employment--how to handle a glutted market through lay-offs; 3) the growing trend of the public taking firmer control of the educational system and expected outcome; 4) the changing nature of the American school system; and 5) the over-all goal of everyone in education--to improve the position/knowledge of our young. Some guidelines are offered in the area of teacher competence policies which suggest allowing for varianes in areas and backgrounds, the ability of self-reform in the educator should not be overlooked, that persons other than "teaching" professionals may be used (i.e., writers, painters, musicians), and that while teachers should have some control, they are public employees and must ultimately answer to their employers.

148. Showers, B. (1983). Transfer of Training: The Contribution of Coaching. Eugene, OR: University of Oregon, Center for Educational Policy and Management, College of Education.

In this study of 17 middle school educators of the language arts and social studies, the effects of inservice coaching on newly devised teaching strategy and problems of implementation are observed. All teachers received tarining in Bruner's Concept Attainment, Taba's Inductive Thinking, and Gordon's Synectics. Nine teachers received six weeks of coaching and observation and feedback; the rest were observed but received no coaching. Results show that the coaching aided teachers in using a conceptual level; as well as factual level of information processing in class and retaining the models as alternate instructional strategies. Problems which developed were compiling teaching objectives that worked with the new models, regarding curricula as concepts instead of activities, and having time and gaining encouragement to implement these methods in the school setting for mastery of the skills involved.

149. Shively, J. (1983). Needs Assessment Project FY 83 Reverification Study. Washington, D. C.: National Institute of Education, Appalachia Educational Lab.

The purpose of this ongoing study was to provide continual monitoring and updating of the educational needs of states in the Appalachain Region. During the term of study, few changes occurred in the expectations of the schools or their education needs. There were minor changed from state to state, but no major over-all changes. Therefore the services provided should experience no real change, except by those persons serving the particular states where slight change indications occurred.

150. Simmons, R. M. and Broyles, S. G. (1980). Fall Enrollment in Colleges and Universities, Washington, D. C.: U.S. Department of Education, National Center for Education Statistics.

The number of students in colleges and universities, according to this study, increased in 1980 for the third year in a row. The 2-year schools show the greatest amount of increase, up 6.7% from 1979. The number of women enrolling continues to rise (up 5.7 %--men only increased 3.3%). Part-time students had 41% of the total population of students enrolled. First-time freshmen numbers increased 3.4%.

151. Stern, C. and Rosenquist, B. (1970). The Development of an Instrument to Measure Teacher Attitudes Toward Evaluation. Office of Economic Opportunity, Washington, D. C. (ED 043 655).

The basis on which this study was conducted was the fact (assumption) that teachers' attitudes toward any test given could negatively affect a child's performance and negate the resulting data. The Teacher Attitudes Toward Evaluation (TATE) was designed using the Fishbein Attitude and Belief scale, and at the results of the pilot test, indications show a positive correlation between the attitude toward the object and the measured attitude. Further studies show that higher understanding of the evaluaiton showed more favorable attitudes towards the testing, especially with groups receiving fedback. Also provided are analyses of the reactons to TATE scales and suggestons for further use.

152. Stickney, B. D. and Plunkett, V. R. (1982). Has Title I Done Its Job? Educational Leadership 378-383.

The last thing children need are schools where the left hand does not know what the right hand is doing. "Although it may have fallen short of its original, lofty goals, Title I appears to have filled an important void."

153. Stone, M. (1983, January 22). Police in Schools? Another Way. U.S. News and World Report.

This paper deals with improving students self-concept to improve relationships between teachers and students which was found to decrease descipline problems, improving behavior in classrooms and lunchrooms and on playgrounds, increasing attendance and decreasing vandalism.

154. Strachan, J. L. (1981). Instructional Supervision and Teacher Development, The Australian Administrator, 2 (2), (ED 213 139).

Various methods of evaluation had been used on Australian teachers, and without good review. When the switch was made to clinical supervision, reactions were somewhat more favorable. Clinical supervision uses classroom observation to collect information which in turn gives the teacher a better picture of his/her performance without a feeling of threat. In a limited survey, teachers indicated a wide incongruity in how they perceived the present testing methods and what thy felt evaluation should mean. In Project CLINSUP, teachers hailed clinical supervision as personally rewarding and fostering a better relationship between supervision and teacher.

155. Thorne, M. and Gonzalez, M. G. (1984). What's on the Horizon at NIE?, Washington, D. C.: National Institute of Education.

This paper was a forthcoming NIE Publication. 1. Research Within Reach: Science Educaiton MIldred Thorne. 2. Effective School Sourcesbook Rene Gonzalez. 3. Public and Private Scvhools (A Research Portfolio), Gial MacColl. 4. Assessing Teaching Effectiveness (a look at two studies), Gene Huddle. 5. Computer Education, Susan Klein.

156. Sweet, D. A. (1984). More Coursework in the New Basics is needed to Meet the Standards of the National Committee on Excellence, Washington, D. C.: National Center for Education Statistics.

The new basics in secondary education are identified as English, math, science, social studies, and computer science. Only in English and social studies was even a bare minimum standard met. The students earning the most are classified as white or Asian-American, high SES, and students in academic programs and private schools generally had more credits than other students. Yet only 2% of all students meet all the requirements. As the students progress through school, the number of requirement credits declines--from 3.6 units in ninth grade to 2.6 in twelth grade. Seven pages of graphs detail the given information.

157. Sweet, D. (1984). Three Years of Change in College and University Libraries, 1978-79 through 1981-82. (NCES 84-2086) Washington, D. C.: National Center for Education Statistics.

This report looks at such items as the growth in expenditures in salaries and fringe benefits as well as compared to the inflation rate. Around 3000 college and university libraries were surveyed in the 50 states and D. C. The acquisition of books continued the downward trend which began in 1972-73. Expenditures increased at 7% less than inflation. Staffing showed only a 1.4% increase while circulation also experienced minimal change. Five tabes comlete the report with easier interpretation.

158. Sweet, D. A. (1983). How well do High School Graduates of Today Meet the curriculum Standards of the National Commission on Excellence? Washington, D. C.: National Center for Education Statistics.

This bulletin suggests that our high school graduates average a lower standard of graduation requirements than

those set by the National commission on Excellence in Education. The survey looked at 12,000+ transcripts from 1982 graduates. Tables are provided with the findings broken down for comparison and study.

159. Tyler, R. W. and White, S. H. (1971). Testing, Teaching and Learning: Report of a Conference on Research on Testing. Washington, D. C.: The National Institute of Education, (ED 214 950).

Three types of resons for testing are discussed and evaluated. First, tests designed to hold schools and educators accountable fail to reflect cultural affects on minority students; second, tests to evaluate innovations and trial projects are actually too narrow in scope for adequate evaluation; three tests supposed to guide teachers reveal little actual affect in classrooms. Suggestions for improvement are: 1) tailor tests to better handle minority cultures; 2) better coordinate testing to educational objectives through further research on criterion-referenced skills; 3) clarifying basic test concepts for test administrators and educators. There is a discussion of proper test use, a recommendation of merging testing and teaching, use of cognitive science analysis, and use of teachers and scholars in test formulation. Also suggested is the placement of research for test-learning models in actual classrooms. Finally, a partial list of new test strategies, references and comments are appended.

160. U. S. Department of Education. (1984). The Nation Responds, Washington, D. C.: U. S. Government Printing Office.

Beginning in 1983, a new attention on education focused American eyes on the problems of the American school systems. Excellence in the school room became a goal for local, national, and independent groups as new reforms and

studies began showing up. In the 1984 election polls, education ranked with unemployment as the number one issue of the political policies. Many private businesses, chambers of commerce, etc., initiated contributions to education, and the PTA experienced a 70,000 member growth to reverse a 20 year membership decline. The press began focusing in on education with every major network, PBS, and some cable channels handling reports. New incentives were laid down for teachers, and significant numbers of school systems (48 out of 51) began some sort of reform. The movement reached slightly into the post-secondary arena also.

161. Vandenburg, D. (1980). Education or Experience? Education Theory, Summer 1980, 30 (3), Illinois: Board of Trustees of the University of Illinois.

This paper focussed upon its vocational apects to judge its historical function, but to put emphasis upon vocational education it is necessary to view it from within the center of his educational theory. At the heart of Dewey's theory is the definition of education as the reconstruction of experience.

162. Wagoner, R. and O'Hanlon, J. (1968). Teacher Attitude Toward Evaluation, The Journal of Teacher Education, Winter, 19 (4), 471-5, (ED 013 236).

A 7-item questionnaire delivered randomly to 800 teachers was responded to by 534 persons. These 534 were categorized in 6 areas from how they rated themselves (better-than-average to below-average) to position/sex versus alternate position/opposite sex. New teachers responded more favorably to evaluation and so did merit pay teachers. Teachers are more likely to favor evaluaiton if there is the possibility of monetary reward, and suprisingly, threatened feelings do not automatically or necessarily result from the evaluation process.

163. Weaver, P. (1978). Research within reach: A Research Guided Response to Concerns of Reading Eucators, Research and Development Interpretation Services, CEMREL, Inc.

This book correlates information on research in education in specific areas set off in contextual chapters. The chapters present questions by teachers which are then answered in the chapter along with the research methods to back them up. The final two chapters' authors propose their views on education. There are reports on curriculum development, science education, integration of science and other school subjects, and teacher preservice and inservice training.

164. Ward, B. A. (1982). The Years Between Elementary School and High School: What Schooling Experiences Do Students Have? Washington, D.C.: National Commission on Excellence in Education, Department of Education.

This paper discusses the modern American junior high and middle school from the perspectives of an interested observeer, the educational researcher, and the students themselves. Examples are provided of the ways teachers, students, and subjects are organized in these schools.

165. Webb, M. B. (1982). Disadvantaged Minorities and the Arts, (Report No. ED 215 064) Washington, D. C.: U. S. Government Printing Office.

The inability of the schools to meet the educational needs of economically disadvantaged minority children has prompted efforts to identify alternatives to the traditional school curriculum. Research indicates that the arts can be used to develop perceptual skills which lead to complex and subtle views of reality that disadvantaged learners often fail to develop; that the arts can promote understanding of

relationships basic to reading comprehension by providing opportunities for students to deal with abstractions; and that experience with the arts helps develop visual sophistication in these children. Also, motivation and enjoyment is essential to learning. Successful programs are generally characterized by the presence of an integrated curriculum, clearly defined objectives, teacher training, initial student assessment, an effective teacher-student ratio, sufficient time and facilities, and ongoing evaluation. While the growing body of research supports the significance of the arts in the education of the disadvantaged, other significance of the arts in the education of these children, other questions concerning the actual relationship between the arts and the dynamic forces in a school require further study.

166. Weinberg, M. (1983). Inner City Education: Reading the Writing on the Wall, Perspectives, 38-43.

This paper states, Americans love to hear of discoveries and inventions that suddenly improve an aspect of their lives. For education, however, no quick fixes are on the horizon. Much ongoing research still considers poor academic achievement to be the fault of the minority student. Schools are let off the hook as a neutral factor, and the children or their parents are viewed as the factors to change. Such research is rather useless although it continues to be well-financed.

167. Weinman, J.(1980). Planning Issues in Providing Research and Development in the Northeast, Washington, D. C.: National Institute of Education.

The report hopes to provide necessary information for the reinstatement of reserach and development laboratories in the currently unserved Northeast. The report contains interview and letter information from the region's highest school officials, parent association members, and administrators. Such issues as energy conservation and school utilization, special education, and rural education lack the proper amount of research facilities to be properly developed in this Northeastern region.

168. West, J. and Others. (1980). A Study of Counseling and Consulting in Appalachia. Elementary School Guidance and Counseling, 15 (1), 5-13.

This article discusses how students who underwent counseling displayed improvement in their classroom behavior, teacher, peers and academics.

169. Willaims, S. W. (1982). A Study of Selected Programs in Educational Administration in the U. S. and Canada, RIE, (ED 217 525).

A questionnaire survey of 119 U. S. and Canadian institutions with approved or recommended programs in educational administraiton are examined which possible program elements are being utilized and which are not, how programs seek preserveice and inservice clients, and how women and minority groups are involved in the programs. The study reveals the basic educational and administrative knowledge, problem and analysis skills, future role expectation, and administrative process, substance, and philosophy.

170. Weinstein, C. E. and Wittrock, M. (1983). How to Help Your Children Achieve In School. Wsahington, D. C: U. S. Department of Education, National Institute of Education.

This report provides a guide for parents to aid their children in learning and studying skills. Some such skills are: 1) Paying attention--offering several ways for children to train themselves by using positive self-talk and images, controlling their mental wandering by asking themselves questions and setting study goals with their parents; 2) Keeping Interest--emphasizes the relation of work with success, investigating programs for difficulty, eyesight and hearing problems, praising success adequately and sincerely; 3) Teaching Techniques for Learning/Remembering--gets

involved by helping the child understand by asking/answering questions, forming analogies, finding main points, and formulating the information; 4) Study/Taking Notes Skills--can be learned by previewing the material for prior understanding, noting important topics in classroom discussion, clues in teacher's speech, and finally testing one's self; and 5) Improving testing ability--can be accomplished by relieving anxiety through avoiding "cramming" or ill-preparedness, positive reinforcement, and by reviewing the graded exams to pin-point weak spots for better results next time.

INDEX

Subject	Entry Number(s)
Alternative Schools	49
Appalachia	1, 3, 5, 24, 25, 26, 119, 133, 141, 142, 149, 168
Assessment/Evaluation	34, 39, 46, 54, 61, 85, 64, 90, 91, 93, 105, 112, 114, 120, 128, 132, 136, 151, 159
Basic Skills	3, 34, 41, 82, 105, 109, 127, 156, 163
Character Education	18, 20, 100, 143
Cognitive Development	70, 133, 146
Colleges and Universities	14, 15, 16
Community Service	5, 142
Compensatory Education	35, 37, 71, 104, 107, 109
Computers	22, 28
Disadvantaged	2, 9, 10, 28, 31, 33, 35, 52, 63, 68, 71, 80, 82, 91, 93, 96, 98, 99, 101, 112, 119, 120, 137, 138, 165
Dissimination of Information	38, 124
Drop Outs	27, 126, 135
Early Childhood Education	73, 74, 80, 99, 120
Educational Reform	40, 41, 42, 102, 106, 110, 121, 160
Educational Statistics	43, 57, 58, 67 (also refer to National Center for Education Statistics)
ERIC Documents	2, 17, 29, 31, 33, 63, 75, 76, 78, 79, 80, 82, 83, 85, 87, 89, 90, 91, 93, 97, 101, 115, 116, 117, 120, 121, 123, 125, 128, 129, 130, 136, 137, 151,

154, 162, 165, 166, 169

Finances 14, 106

Illiteracy 27, 126

Inservice 55, 59, 75, 96, 97, 148, 163

Language Development 70, 82, 99

Laws 2, 35, 50, 65, 69, 78

Mathematics 52, 85, 103, 109, 127, 156

Multicultural Education 3, 23, 31, 51, 67, 69, 71, 73, 78, 85, 90, 91, 93, 94, 98, 129, 133, 165

National Center for Education Statistics 14, 15, 16, 19, 22, 30, 43, 46, 57, 58, 67, 73, 81, 95, 103, 118, 126, 131, 134, 135, 150, 156, 158

National Institute of Education 27, 49, 55, 66, 70, 71, 79, 92, 96, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 149, 155, 159, 167, 170

Networks 83

Parent Education 170

Policy Issues 23, 30, 44, 88, 97, 138, 148

Principals 87, 117, 169

Private Schools 118

Public Schools 22, 122, 129, 134, 135, 140, 141, 147

Reading 3, 34, 76, 82, 90, 91, 109, 163

Regional Education Labs 32, 38, 47, 66, 88, 92, 111, 124, 144, 149, 163

Index, cont.

Research	4, 10, 11, 12, 13, 15, 16, 19, 21, 22, 28, 29, 31, 33, 44, 46, 47, 50, 52, 55, 56, 57, 68, 72, 75, 78, 80, 84, 87, 113, 116, 119, 120, 121, 123, 125, 130, 157, 158, 159, 162, 168, 169
Rural Education	74, 119
Salaries for Teachers	41, 57, 141, 162
Self Esteem/Self Concept	7, 46, 76, 100, 143, 153
School Effectiveness	29, 63, 110
School Reform	(refer to Educational Reform)
Special Education	8, 17, 37, 60, 62, 133, 136
State and Local Government	24, 40, 104, 121
Teacher Evaluation	6, 21, 48, 53, 56, 77, 86, 100, 115, 116, 117, 122, 23, 139, 140, 147, 151, 162
Teacher Preparation Programs	89
Teaching	125, 145
Teaching Techniques	2, 3, 4, 5, 11, 12, 13, 21, 28, 29, 34, 44, 51, 82, 88, 90, 96, 99, 120, 133, 138, 148, 159, 170
Technology	5, 28, 110, 138, 155, 156
Title I	2, 35, 37, 50, 104, 112, 138, 152
Training	55, 59, 75, 96, 97, 130, 148, 163
Transition	8, 60, 62
Tutoring	11

Index, cont.

Urban Education	9, 90, 101, 119, 166
Values	18, 20, 26, 128
Vocational Education	1, 26, 131, 161